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ABSTRACT

Student services and special programs within the California Community Colleges (CCC) are designed to enhance student equity, access, retention, persistence toward goal completion, and successful educational outcomes. The special programs and services within the CCC which serve targeted and diverse student populations are Extended Opportunity Programs and Services (EOPS); Disabled Students Programs and Services (DSP&S); Cooperative Agencies Resources for Education (CARE); Board Financial Assistance Program (BFAP); Greater Avenues for Independence (GAIN); Foster Care Education; Child Development; and Matriculation. Evaluation of the progress and effectiveness of these services and programs during 1990-91, based on information from a variety of sources, including research studies, student surveys, and anecdotal evidence, has revealed the following: (1) these services and programs are having a positive impact on access, retention, persistence, and outcomes of students with special needs; (2) many colleges within the CCC have matched state funding for student services and programs in excess of that required by law; (3) at many colleges, involvement of instructional and student services staff in these programs is increasing; (4) there is increased coordination among support services at colleges, and stronger integration of special needs students into the college mainstream; and (5) the lack of adequate funding threatens the continued ability of these programs and services to fulfill their purposes. An appendix provides fact sheets for the EOPS, DSP&S, CARE, BFAP, GAIN, Foster Care Education, Child Development, and Matriculation, which offer specific information on each program's history, fiscal appropriations for 1990-91, cost per student, eligibility criteria, services offered, and program outcomes. (PAA)

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STUDENT SERVICES AND SPECIAL PROGRAMS: A REPORT ON PROGRAM EFFECTIVENESS

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STUDENT SERVICES AND SPECIAL PROGRAMS: A REPORT ON PROGRAM EFFECTIVENESS 14

First Reading, Action Scheduled

Background

Student services and special programs within the California Community Colleges are designed to enhance student equity, access, retention, persistence toward goal completion, and successful outcome. The special categorical programs and services – Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSP&S), Cooperative Agencies Resources for Education (CARE), Matriculation, Board Financial Assistance Program (BFAP), Greater Avenues for Independence (GAIN), Foster Care Education, and Child Development serve targeted and diverse California Community College populations. The primary goal of all the categorical programs and services within student services is to ensure that all students have equal access to, and support in, college courses needed to achieve their educational objectives.

This item was prepared to provide a comprehensive perspective on the effectiveness of the categorical programs and services, including student outcomes, characteristics, services, and purpose. Two particular student services programs, the Matriculation process and the Extended Opportunity Programs and Services (EOPS) are required to submit a progress report annually to the Legislature. In 1986, the Seymour-Campbell Matriculation Act (Assembly Bill 3) was passed by the Legislature and signed by the Governor (Chapter 1467, Statutes of 1986). This statute directs that, on or before March 15 of each year, the Chancellor is to submit an annual progress report to the Legislature on the implementation of matriculation. Section 69655 of the *Education Code* requires that the Chancellor's Office submit an annual report to the Legislature on EOPS. Program reports are located in the "Student Services and Special Programs: A Comprehensive Review, 1990-91 " (This document accompanies the agenda as a seperate item.)

In addition, the item, in response to Board concern, provides clarity regarding collaborative efforts among the special programs which help to maximize student success.

Analysis

The progress and effectiveness of the student services and programs of the California Community Colleges during 1990-91 are based upon research and information gathered by a variety of sources, including individual categorical program staff of the Chancellor's Office, independent consultants, contracted testing agencies, and the Chancellor's Office units of Management Information Systems and Research and Analysis. Data was derived from various program progress and expenditure reports submitted by Colleges, from site visits, evaluations and surveys, and from data submitted to the California Community Colleges Management Information System.

The commitment to providing extra help to a diverse student population in the Community Colleges began with the establishment of the Extended Opportunity Programs and Services (EOPS) program in 1969 (SB 164, Alquist). In 1976, this commitment was further evidenced by the passage of AB 77 (Lanterman), which provided funding for instructional and support services to students with disabilities. And, in the 1980s, still further special programs were established (CARE, BFAP, GAIN, and IRCA) to respond to the ever-changing needs of diverse students. Federal and state intent was not only to provide educational access, but also to make educational success a reality for students with special needs; as such, priority in funding through a categorical format was established.

The underlying rationale supporting the provision for extra funds to categorical programs is that it costs more to educate students with special needs (such as students with disabilities, students lacking adequate English language skills, or those who are economically and educationally disadvantaged) than it does to educate students who are well prepared academically and financially to attend college. The Legislature also recognized that in certain instances, students might need the extra help available from more than one college program, and included such a provision within the *Education Code* (Section 69641) to accommodate the need.

The California Community Colleges continue to make substantial progress toward meeting the needs of a changing and diverse student population. Districts demonstrate their commitment to special programs by matching State funding at a greater percentage than required by law, and by adding significant numbers of staff to implement program services. The result is that the number of students served in all categorical programs has increased dramatically since their inception. The scope and types of services in each program have increased, and research findings show a strong, positive relationship between services provided by categorical programs and student success.

Significant findings include:

Categorical programs are essential in providing access for low-income and underrepresented students to postsecondary education, and in aiding their persistence and success.

The California Community Colleges continue to demonstrate their commitment to (particularly) matriculation, DSP&S, and EOPS by matching State funding at a level which is significantly greater than the match required by law.

Greater involvement by instructional faculty and others, in addition to student services staff, is evidenced throughout the categorical programs at many Colleges.

Recent studies, student surveys, and anecdotal evidence indicate that categorical programs are having a positive impact on the access, retention, persistence, and outcomes of students with special needs.

There is increased coordination among College support services and stronger integration of students with special needs into the College mainstream environment.

The lack of adequate funding to meet rising educational costs for greater numbers of diverse students with special needs threatens the continued ability of special programs to fulfill their purposes for the Community College students.

Recommended Action

That the Board of Governors approve the 1990-91 Annual Report on Student Services and Special Programs including the transmittal of the Matriculation Report and the EOPS Report to the Legislature. (Program reports are located in the separate document "Student Services and Special Programs: A Comprehensive Review, 1990-91.")

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Student Services and Special Programs

A Report on Program Effectiveness

Background

Fundamental to the mission of student services in California Community Colleges is ensuring equitable opportunity for all students to have access to College offerings, to be retained; and to persist through courses to successful completion of their educational goal. The *open admission* policy for the California Community Colleges goes beyond enabling students to enroll in programs and courses they select. Open admission embraces a commitment to offer support programs and services necessary to assure student success. As years pass, the Community Colleges experienced a changing demographic student population. No longer is the student with limited educational options and skills considered the "nontraditional" student. Now that student is the majority, "traditional" student entering the Community Colleges. Such changing demographics pose critical challenges for retaining students through academic progress and goal attainment.

The commitment to providing extra help to a diverse student population in the Community Colleges began with the establishment of the Extended Opportunity Programs and Services (EOPS) Program in 1969 (SB 164, Alquist) in order to respond to the needs of students who are underprepared academically and who are disadvantaged by socioeconomic circumstances. Prior to that time, student services consisted mainly of counseling, admissions, job placement, student government and club activities that were designed to enrich student life, and to help students make appropriate educational decisions. With the establishment of EOPS came innovative changes in student services programs that helped to make Colleges better equipped to serve the increasingly large numbers of students who needed extra help in order to succeed: tutoring, peer advising, and systematic recruitment efforts emerged as ways of identifying and meeting the needs of underrepresented student groups.

The process of providing support services to emerging populations of students with special needs continued in the 1970s with the passage of AB 77 (Lanterman, 1976), which provided funding for instructional and support services to students with disabilities. And in the 1980s, many new programs such as CARE, BFAP, GAIN, the Transfer Centers, Puente, and IRCA have been established to respond to the varying needs of students. Each program was established at a separate point in time and had explicit standards for eligibility and services. (See "Student Services and Special Programs: A Comprehensive Review, 1990-91," which accompanies this agenda for additional information on these programs, including eligibility requirements and services offered.) As the composition of the student population has continued to change, additional programs have been established. Two new programs were

established: the Foster Care Education Program (Royce, SB 2003, Chapter 1597, Statutes of 1984) and the Child Development Program (Hayden, AB 1177, Chapter 843, Statutes of 1985). These programs were implemented to address a growing societal concern of foster care issues and child care services for Community College students. The purpose of these special student services programs is to provide students who are either underrepresented, underprepared, or who have special needs with the necessary support that will afford them access to, and success in, instruction in the Community Colleges. (The attached Appendix provides "fact sheets" on current programs.)

By the late 1980s, it had become increasingly evident that the student population had continued to diversify. It also became apparent that there was a direct and positive relationship between particular services and processes and student outcomes within the specially-funded programs targeted at certain students. Such a correlation had significant ramifications for many other students. The Seymour-Campbell Matriculation Act (AB 3) was passed by the Legislature in 1986, which became a comprehensive process for all students enrolled for credit courses. The Matriculation process, incorporating many of the successful program elements tested in categorical programs, assists students to obtain access to an equitable, quality education and to successfully attain their educational goals through the use of appropriate College programs and courses, and a full range of support services.

The need to examine program efficiency and effectiveness is evidenced given the variety of special programs. The effective delivery of student services demands maximizing the efficient use of funds and staff and strengthening program quality to fulfill the Community College mission of providing equal opportunity for access to all segments of the expanding and diverse student population.

The Legislature adopted Assembly Concurrent Resolution (ACR) 83 in 1984 to address concern regarding the success of educational equity efforts. This resolution established a task force for intersegmental review and recommendations regarding ways to ensure that California low-income and minority students have the same opportunity as other students to complete a Community College program and earn a College degree. Intersegmental review of outreach, financial aid, and academic support services programs were among the important recommendations continued in the 1986 "Expanding Educational Equity" task force report. The 1988 Board of Governors item that contained the Community College response to the educational equity recommendations in ACR 83, as well as specific changes in Title 5 regulations (which coordinated EOPS and BFAP eligibility requirements), and the addition of Matriculation as a coordinating device are examples of efforts that have been made to respond to the continuing concern for educational equity and access.

In addition to the necessity of fully implementing the Matriculation process as a foundation for coordinating efforts, long-term planning and review of these special programs continue to be a priority to assure their continued success and to ensure the highest possible degree of coordination among programs. In order for the Community

Colleges to fulfill their mission to provide equity and opportunity for success to all students, continued and increased efforts are needed in the areas of access, retention, and transfer of students from underrepresented populations.

Growing numbers of students are choosing Community Colleges as their first-choice institution for postsecondary education. For the majority of California's new workforce, the Community College is the only choice to strengthen basic skills and fundamental knowledge needed to meet the changing requirements within the workplace. The rising costs of a higher education in California's four-year institutions also makes the affordable Community Colleges even more attractive, resulting in many students being redirected to the Community Colleges. For this changing population of Community College students to be accommodated requires a comparable diversity in College programs and support services, as well as integrated delivery systems to make the most efficient and effective use of available resources.

Program Effectiveness and Access

The origin of student services programs that serve special populations can be traced to federal and state decisions and commitments to make not only educational access but also educational success for students with special needs a reality and a priority for funding. For example, the *Education Code* states: "It is the intent of the Legislature that the California Community Colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit therefrom regardless of economic, social, and educational status." (Section 69640) This intention exemplifies the Legislature's commitment to strengthen equity of educational opportunity through open access. Access to education is maximized by the implementation of a comprehensive package of support services.

The rationale underlying the various legislative mandates that provided extra funds to categorical programs for the purpose of serving specially targeted populations of students was clear: It costs more to educate students with special needs (such as students with disabilities, students lacking adequate English language skills, or those economically and educationally disadvantaged) than it does to educate students who are well prepared academically and financially to attend College. The extra supportive services provided for these special student populations would be "over and above" the services required for other students who would have a chance of succeeding without the extra help of such special programs. In addition, "over and above" has always meant that the student should first have access to, and participate in, all of the College's regular programs and services. Special programs do not isolate the student, nor do they duplicate regular offerings of the College.

The Legislature also recognized that in certain instances, students might need the extra help available from more than one College program, and included that provision in the *Education Code* (Section 69641) which deals with EOPS:

"Participation in an extended opportunity program or service shall not preclude participation in any other program offered by the community college." If students meet the eligibility requirements for more than one program, they are legally entitled to receive services from those programs. Preliminary data on support services received by students in categorical programs showed that while many students indeed are "entitled" to services from a variety of programs, only ten percent in a sample population survey received more than two services. Approximately 55 percent, or more than one-half of the students sampled received only one service, while 35 percent of the students received two services, usually financial aid and one other service.

In all support programs, data indicates that students are accessing College programs and courses at a much larger number than even two or three years ago. Most categorical programs are experiencing as much as ten percent growth or more since 1989-90. The GAIN Program increased by over 60 percent. The DSP&S Program grew 14 percent in 1990 from the previous academic year, while the CARE Program increased by 18 percent. During a four-year period (1986-1990), the Child Development Program experienced a 51 percent growth in the numbers of females receiving child care services. Financial aid recipients of the Board of Governors Grant (BOGG) grew by 14.4 percent. Most categorical programs identify more women than men accessing College courses and services. In addition, an overwhelming increase in women as single heads of households is being seen in programs such as CARE, EOPS, GAIN, Child Development, and Financial Aid. All programs except the DSP&S Program have been experiencing an influx of non-white students (i.e., GAIN, 59%; Financial Aid, 55%; and EOPS, 76%) which certainly reflects the State's data on the changing demographic population.

The categorical programs are the key to providing the opportunity for access for many students who otherwise would not consider a College education as an option in life. In all instances of data analysis, categorical programs have been found to be essential in providing access for low-income and underrepresented students to postsecondary education and in aiding their persistence and success.

Program Effectiveness and Retention/Persistence/Outcomes of Students

Access to education has little or no meaning unless open access goes beyond enabling students to enroll in programs they select. Open access encompasses a commitment to offering support programs and services necessary to assure student success. The persistence of students (the proportion of students who complete a term and enroll in subsequent terms), the retention of students (the ratio of units successfully completed to units attempted), and grade-point averages have become critical concerns within the California Community Colleges. In 1990, the Chancellor's Office Research and Analysis Unit, in conjunction with the Student Services Unit, conducted a study to determine whether students served by identified categorical programs perform as

well as students in the general population with similar entering skills and socioeconomic backgrounds.

The data on the 1990-91 Community College population confirmed findings from previous studies, showing that students in the various categorical programs persist to the next academic term and complete courses at rates similar to that of the general student body. Grade-point averages also tend to be similar, and in some instances, slightly higher than for the general student body. For example, CARE students persist at a rate (86.96%) slightly higher than other Community College students (85.74%), and 86 percent of all CARE students experience a 2.5 grade-point average or higher. EOPS students also demonstrate a higher persistence rate (83%) than that of non-EOPS students (54%) and their cumulative grade point average (2.62) is nearly equal to that of non-EOPS students (2.64). GAIN students demonstrate similar rates. They experience a significantly higher persistence rate (89.1%) than that of non-GAIN students (76.8%) as well as a higher cumulative grade point average (2.32) than that of non-GAIN students (2.16). (See Appendix for brief program "fact sheets." Also see the separate document "Student Services and Special Programs: A Comprehensive Review, 1990-91" for more descriptive information on persistence and retention rates, grade-point averages, and comparable groups studied.) Categorical programs play a key role in increasing the participation, retention, and academic progress including that of assisting in goal setting and stimulating aspirations.

The Matriculation process is a good example of a comprehensive and integrated delivery package of services designed to enhance student retention and persistence. Matriculation must provide and coordinate basic services, including admissions and orientation assistance, general assessment, counseling/advisement, and follow-up assistance to all non-exempt, credit California Community College students. College effort is coordinated so that students needing particular "over and above" services are identified in Matriculation's initial admissions, counseling, and assessment processes and then referred to the appropriate College resources, services, or programs that can best meet their special needs. In this way, the Matriculation process serves as a "minimum package" of services for all students. It also functions to identify students in the early stages of their College careers who need to be referred to programs and services where they can receive supplemental help that will assist them in attaining their educational goals. Matriculation processes aid in the referral of students to other support services thereby acting as a screening device for the efficient matching of student needs with the appropriate services that will aid the student in attaining his or her educational goal.

Although students in special programs such as DSP&S, EOPS, CARE, GAIN, Child Development, and Financial Aid benefit from College matriculation efforts, they receive more personalized attention and services from these special programs that are specifically designed to improve their retention, graduation, and transfer rates. An example of the more personalized attention that special programs can offer would be the specialized counseling that a student with a disability would receive from a

DSP&S counselor. General counseling would focus on the classes needed by the student to complete his or her educational goal, but in DSP&S, a student would receive extra assistance related to his or her disability-related educational limitations. Plans for working with instructors whose teaching methods would complement the student's adaptive learning strategies would be discussed, as well as possible classroom accommodations to meet the student's special needs. Such accommodations might include the provision of an interpreter for a deaf student, use of a tape recorder for a student with a learning disability, notetakers or readers for visually-impaired students, or adaptations for test-taking. Other important information that a DSP&S counselor might discuss would involve campus accessibility, the kinds of supportive services available at that College for students with disabilities, the process for securing them, and additional legal rights and responsibilities relevant to the student as a person with a disability.

Underlying all of these efforts to provide a comprehensive service package to students in special programs is the basic process of identifying student characteristics and needs and then matching individual circumstances with appropriate programs that offer the services that will meet those special needs and for which the student will be eligible. The "package" concept that is used in the coordination of financial aid services to students can serve as a model for the understanding of how the larger process of coordinating all student services program efforts to meet the special needs of students occurs at the campus level. An example of what occurs within the context of the EOPS Program is used here to illustrate this concept:

> Most EOPS programs provide some recruitment and pre-entry services that include financial aid orientation. In addition, many Colleges have assigned personnel within the financial aid office the task of assisting in the identification of EOPS-eligible students. Once a student's financial need is identified and computed through the extensive *standard needs analysis* process, aid from various available sources is combined in a financial aid "package" to meet that need, to the extent funds are available. Students' eligibility for EOPS financial assistance is limited to their remaining need after other aid has been awarded. Federal and state regulations specifically prohibit exceeding a student's financial need.

Applying the financial aid package concept given above to the concern for coordination of effort in student services programs would result in the following explanation of how the coordinative process works: A student with needs for supplemental services that are over and above those regularly offered on campus may be qualified for more than one program that would meet his or her needs. Persons in coordinating roles who specialize in areas such as program-eligibility requirements (i.e., counselors in Matriculation, staff working in GAIN, EOPS, or DSP&S) facilitate the matching process by helping students to participate in the program or combination of programs that are best able to meet their unique needs and for which funds are available. This matching attempt can often involve a considerable investment of time by College personnel who help students to gain access to the needed services.

In this way, an appropriate "package" of comprehensive services can be put together on an individual basis. This is important because many students with special needs have multiple special needs in addition to academic ones, and because the total resources of all the special programs are insufficient to serve all students who would benefit from them. The special needs of the students are met as fully as possible by drawing from among the existing special programs as needed and as funding resources in specific programs allow. Rather than representing duplication of effort, the existence of different programs providing special services to different populations is the most efficient way to target limited dollars to the students with the greatest need, provided that such coordination exists, and crucially in a period when the greatest rate of growth in the Community College population is among students with special needs. Such coordination is apparent on many of the campuses. In addition, the California Community Colleges continue to demonstrate their commitment to Matriculation, DSP&S, and EOPS by matching State funding at a level which is significantly greater than the match required by law.

Conclusion

Recent studies, student surveys, and anecdotal evidence indicate that categorical programs are having a positive impact on access, retention, persistence, and outcomes of students with special needs. For example, GAIN students have a significantly higher progress rate (92.4%) than non-GAIN students (79.4%) where progress is a combination of re-enrollment in a subsequent semester and completion of academic goals. The GAIN student also experienced a grade point average (2.32) higher than the non-GAIN student (2.16). EOPS students are performing at levels comparable to, and on occasion higher than, non-EOPS students. For example, EOPS students tend to persist at a rate of 83 percent compared to 54 percent for non-EOPS students. EOPS students also earned a 2.62 grade point average per term, compared to 2.64 grade point average for non-EOPS students for Fall Semester 1990. Findings also indicate that financial aid recipients have a greater rate of persistence and progress, transfer, graduation, re-enrollment for the next terms, and unit completion over units attempted than do students not receiving aid. Students receiving High Tech Center services through the DSP&S Program have demonstrated an increased level of confidence in their ability to persist in postsecondary education. Thirty-one percent of these students list transfer to a four-year institution as a goal while 42 percent list programs related to employment or leading to employment within two years. Students receiving matriculation services are persisting and being retained in progressively larger numbers in 1990 than in 1987.

Campus child care services have shown to remove a major obstacle to persistence for many single parents. And follow-up reports on the Child Development Training Consortium participants cites a 97 percent course completion ratio. This consortium has also been credited with lowering the attrition rate of child care industry staff.

Indeed, performance data for 1990-91 indicates that in spite of the barriers to academic success, many students served by student services and special programs achieve their educational and training goals by earning college degrees, vocational certificates and licenses, and transferring to four-year colleges and universities. Students respond quite favorably to the services rendered through the diverse programs. For example, evaluation of matriculation services reveal students' impressions of meaningful orientation, helpful counseling, and appropriate assessment and placement information.

The Colleges have demonstrated their commitment to all the categorical programs with increased financial support from their general College budgets, increased coordination among College support services, and an overall recognition that students with special needs can not only be mainstreamed into the general College courses but can successfully compete and reach their identified educational and career goals. There is no doubt that education is a key predictor of employment. With a changing demographic population, it becomes even fundamentally more crucial for such diverse groups to acquire the skills and knowledge to participate fully in the economic and social destiny of this State.

With such impressive program and student accomplishments, the question arises as to whether equity of quality programs, services, and instruction for all students is a reality in the California Community Colleges. All the specially-funded support programs and services cite facts to support the statement that the cost of providing the adequate level of services necessary for diverse and growing numbers of students with special needs to have access to the educational offerings of the College have exceeded the available allocation of funds. In direct response to this crucial need, Colleges have provided increasing amounts of local College revenues to accommodate the growing numbers of students with high cost needs. Chancellor's Office staff for these diverse programs continue to monitor, assess, and make recommendations on the status and trend of these programs to the Legislature. Chancellor's Office efforts have also increased in monitoring administrative and legislative activity regarding all programs and services in order to promote policy and funding decisions to continue special programs and to continue special programs' contribution to student equity, access, retention, and success. The Community College doors are open for students to enter. However, equity will not be a true percept on many campuses and for many students until such time that adequate funding is in place to specifically offer those needed courses and services for students to succeed. In addition, the Community College staff will need to truly embrace the issues surrounding equity, and make the necessary changes, if need be, to enhance campus climate, strengthen courses and services, accept the challenges and welcome the opportunity to benefit from diversity through equity.

A closer examination of the program "fact sheets" in the Appendix, as well as the separate document "Student Services and Special Programs: A Comprehensive Review, 1990-91" reveals detailed and specific information on student and program outcomes. It is important to note that the comprehensive program document

identifies significant outcomes along with emerging program trends and issues in the various student services programs. The data is a strong indicator of just how far the categorical programs can advance its participants and fulfill program missions. A commonality that all the programs possess is that of the positive outcomes targeted students have comparable to the general Community College student population who are not similarly disadvantaged. This indeed is a significant accomplishment. All categorical programs must continue to look toward positive outcomes, be open to innovative approaches, and share in the responsibility of creating an atmosphere of acceptance and understanding of the "nontraditional" student who is becoming the new "traditional" student in the California Community Colleges.

APPENDIX

California Community Colleges

March 1992

PROGRAM FACT SHEETS

Extended Opportunity Programs and Services (EOPS)

Disabled Students Programs and Services (DSP&S)

Cooperative Agencies Resources for Education (CARE)

Board Financial Assistance Program (BFAP)

Greater Avenues for Independence (GAIN)

Foster Care Education

Child Development

Matriculation

Extended Opportunity Programs and Services

Program Fact Sheet *March 1992*

Program History: The Extended Opportunity Programs and Services (EOPS) was established by the Legislature in 1969 through SB 164 (Alquist).

Description: EOPS provides financial and academic support to community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services are specifically designed for at-risk students and their special needs.

Appropriation for 1990-91: State funding is equal to $31.9 million, and local assistance is equal to $10.8 million, for a total of $42.7 million.

Cost per student: $788

Students served during 1990-91: 54,295

There has been a 20 percent growth in numbers of students with special needs being served by EOPS from 1989-90 to 1990-91.

Eligibility Criteria: To qualify for EOPS assistance, a student must be: a resident of California; enrolled full-time, but not completed more than 70 units; eligible for a Board of Governors Grant (BOGG); and educationally disadvantaged.

Services: EOPS provides services that are specifically designed to supplement the college's regularly offered programs and to help EOPS students complete their educational goals. The services that may be offered include, but are not limited to: orientation, early registration, specialized counseling (for help with educational planning and career assessment), academic progress monitoring, basic skills instruction, tutoring, child care, work study, book grants, and other grants and loans. The extent of EOPS services provided varies by campus according to student need and available resources.

- Students persist at a higher rate (83%) than non-EOPS students (54%) maintaining enrollment beyond one semester.[1]

Sources

[1] Management Information Systems Unit, Chancellor's Office

- EOPS students demonstrate grade point average, units attempted and units earned at comparable or almost equal to non-EOPS students.[2]
- EOPS students tend to be older (48%) are 25 years or older than non-EOPS students (22%) are 25 years or older.[3]
- More EOPS students are females (65%) than non-EOPS students (49%).[4]
- More EOPS students are from racial and ethnic minority groups (72%) when compared to non-EOPS students (40%).[5]

Sources

2 Management Information Systems Unit, Chancellor's Office

3 Ibid.

4 *Needs Statistics Data*, Student Services Unit, Chancellor's Office

5 Ibid.

Disabled Students Programs and Services

Program Fact Sheet *March 1992*

Program History: The Disabled Students Programs and Services (DSP&S) was enacted in 1976 through the passage of AB 77 (Lanterman), which funded support services and instructional programs for students with disabilities in the California Community Colleges.

Description: The DSP&S Program provides support services, specialized instruction and educational accommodations to students with disabilities so that they can participate fully and benefit equitably from the college experience as their non-disabled peers. An Individualized Educational Plan (IEP) is developed for each student which links the student's goals, curriculum program, and academic accommodations to his/her specific disability related functional limitation.

Appropriation for 1990-91: $29,253,637

Cost per student: $557

Students served during 1990-91: 52,482

There has been a 14 percent growth in numbers of students with disabilities being served by DSP&S from 1988-89 to 1990-91. Students served in 1990-91 represent approximately 4 percent of the total community college student population.

Eligibility Criteria: The specific disability must be verified, and there must be a functional limitation that inhibits the student's ability to participate in general education without additional, specialized services.

Services: Examples of services available through DSP&S that are over and above those regularly offered by the college would be the provision of interpreters for the deaf, notetakers, readers, or transcription services for the blind, campus accessibility orientation for the blind, and access to adaptive equipment such as Teletypewriting Devices for the Deaf (TDD) or accessible computers.

- Numbers of students being served with primary disabilities[1]:

Mobility	12,927	*Learning disabled*	15,975
Vision	2,617	*Acquired brain injured*	4,182
Hearing	3,007	*Developmentally-delayed learners*	7,219
Speech	756	*Other health impairment*	5,582

- Systemwide, since 1988-89, college effort for the support of DSP&S activities has increased by 90 percent, while State funding has increased by 15 percent.[2]

- The most discernible outcome observed among students receiving High-Tech Center services is an increased confidence in their ability to persist in postsecondary education. Thirty-one percent of these students list transfer to a four-year institution as a goal. Another 42 percent are enrolled in programs related to employment or leading to employment within two years.[3]

- Approximately one-third of the students served by DSP&S in 1990-91 were learning disabled (an increase of almost 10 percent over 1989-90).[4]

- Students with disabilities persist to the next academic term and complete courses at rates similar to the general community college student population.[5]

- DSP&S students (1989-90) had similar or higher GPA's than the general community college student population (with the exception of those students above the freshmen level). In 1990-91, the overall GPA for DSP&S students and the retention rates are consistent with those of the general community college student population.[6]

Sources

1 Student Services Unit, Chancellor's Office
2 Ibid.
3 High-Tech Center Programs' Research Studies.
4 Research and Analysis Unit, Chancellor's Office
5 Research and Analysis Unit and the Student Services Unit, Chancellor's Office
6 Research and Analysis Unit, the Student Services Unit, and the Management Information Systems Unit, Chancellor's Office

Cooperative Agencies Resources for Education

Program Fact Sheet *March 1992*

Program History: The Cooperative Agencies Resources for Education (CARE) Program was established by AB 3103 in 1982 as "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." [AB 3103, Statutes of 1982, Chapter 1029]

Description: The CARE Program provides access for and equity to welfare recipients who with proper support, could break the welfare dependency cycle through education and job training. The CARE Program is a supplemental program of the Extended Opportunity Programs and Services (EOPS) providing additional dollars for student grants and allowances for child care, transportation, textbooks and supplies. This supplement is designed to strengthen the retention and persistence of EOPS students who are welfare-dependent single parents with preschool-aged children.

Appropriation for 1990-91: $1.614 million

Cost per student: $465

Students served during 1990-91: 3,471

Eligibility Criteria: To be eligible for CARE support services, EOPS students must be at least 18 years of age and single heads of household, have received AFDC for at least one year, and have one child under age 6 at the time of enrollment into the program.

Services: Support services provided to CARE students include: assistance with child care payments, books/supplies and transportation costs; special counseling; personal development activities and/or curriculum (including self-esteem, parenting, study skills); group support courses and peer networking; help from peer advisors who are often single parents themselves.

Student Characteristics

Ethnic Minorities	46.7%	*Less than age 25*	41%
Females	98.5%	*Between ages 26 and 35*	49%

- Forty-four percent of CARE students were new to the program.[1]

- CARE students persist at a rate (86.96) slightly higher than that of other Community College students (85.74). Comparable findings in rates for retention for CARE and non-CARE students is indicated also.[2]

- CARE students perform as well or better than other students in California Community Colleges. Nearly three-fourths of all CARE students earned at least a 2.0 cumulative grade point average while 55 percent achieved a 2.5 grade point average or better. Thirty-one percent received a 3.0 cumulative grade point average. During Fall 1990, CARE students' grade point average levels (2.24) slightly exceeded those of non-CARE students (2.18).[3]

- Performance data for 1990-91 indicates that in spite of the barriers to academic success, individuals served by CARE achieve their educational and training goals by earning college degrees, vocational certificates and licenses and transferring to four-year colleges and universities.[4]

Sources

1 *CARE Annual Data Summary*, 1990-91
2 Student Services Research Project, 1990-91
3 *CARE Annual Data Summary*, 1990-91, and the Research and Analysis Unit, Chancellor's Office
4 *CARE Annual Data Summary*, 1990-91

Board Financial Assistance Program

Program Fact Sheet *March 1992*

Program History: The Board's Financial Assistance Program (BFAP) was created in 1984 as part of legislation (AB 1XX) that established the mandatory enrollment fee for California Community Colleges. Additional financial aid funding is a direct result of federal legislation through the United States Department of Education.

Description: The Student Financial Assistance Program (SFAP) was created to permit students from families with insufficient resources to afford the costs of education to attain a college education. The program consists of scholarships, grants, loans, and work study.

Appropriation for 1990-91: $239 million in student financial aid.

Students served during 1990-91: 225,000 or 15 percent of the total California Community Colleges general student population enrollment.

Eligibility Criteria: Board of Governor's Grants (BOGG) are available to all California residents who meet one of three eligibility criteria: be a recipient of AFDC, SSI, or General Assistance/General Relief benefits; have annual family income within designated limits allowing $17,000 for a family of four; or demonstrate eligibility for other State or federal need-based financial aid through the regular financial aid application and needs analysis process.

Services: The Board's Financial Assistance Program (BFAP) funds are not given to students directly, but are rather, an accounting transaction made between financial aid, admissions, and the college business office that covers fees charged for eligible students. Colleges are provided a minimal administrative cost allowance to administer the program.

- More students utilized the BOGG Program that pays enrollment fees for low-income students. 1990-91 totaled $16.5 million, serving 225,000 students more than any other financial aid program.[1]

- The single largest program (measured in dollars) is the federal Pell Grant Program, which provided $98.5 million to 96,767 students.[2]

Sources

1 SFAP and BFAP Fiscal Accounting Data, Fiscal Services, Chancellor's Office

2 United States Department of Education

Student Characteristics

- Sixty-one percent of financial aid recipients are females, compared to 56.5% of all community college students; 50% are age 25 or older; 54% are non-white, compared to 59% of all community college students; more than three-fifths are independent, with family incomes less than $12,000 per year.[3]

- Sixty-four percent of financial aid recipients received services from the EOPS Program, indicating prior educational disadvantages. One-third received services from the CARE or GAIN programs, indicating that at least that percentage are single parents. Ten percent received services for the disabled through the DSP&S program. Seventy-five percent work for 30 or more hours per week while attending college.[4]

- Financial aid recipients have a greater rate of: persistence and progress, transfer, graduation, re-enrollment for the next term, and unit completion over units attempted than do students not receiving aid.[5]

- Nearly two-thirds of financial aid recipients enroll for 12 or more units compared to only 21 percent of all community college students who enroll full-time. Cumulative grade point averages tend to be higher for financial aid recipients at all educational levels compared to their non-aid counterparts.[6]

Sources

3 Financial Aid Workload Survey, 1989-90, Chancellor's Office

4 Student Services Research Project, Research and Analysis Unit, Chancellor's Office

5 Ibid.

6 Ibid.

Greater Avenues for Independence

Program Fact Sheet *March 1992*

Program History: The Greater Avenues for Independence (GAIN) Program was established by AB 2580 in 1985. The community colleges are one of five major state systems that work together cooperatively to serve GAIN participants.

Description: GAIN is a welfare reform program whose goals are jobs and self sufficiency for welfare recipients. Community college GAIN recipients receive specially-funded GAIN instruction and services as categorical and/or general fund supported instruction and support services.

Appropriation for 1990-91: $43 million. While the demand for Additional GAIN ADA has increased, the funding to meet that demand has not kept pace.

Students served during 1990-91: 25,079

There has been a 15 percent growth in numbers of students being served by the GAIN Program from 1988-89 to 1990-91.

Eligibility Criteria: Mandatory GAIN students must be applicants for and recipients of AFDC, with children 3 years old or older, and they must be determined by a county welfare department to need education and training for employment. Other AFDC recipients may volunteer to participate in GAIN.

Services: GAIN provides education, a broad range of support services, and job services. An individual GAIN participant may simultaneously receive various services from different service providers, including, for example, a community college, an adult school, a JTPA agency, and a county welfare department.

- Sixty-four percent of ADA generated in 1990-91 was in instructional, vocational, and transfer courses.[1]

- GAIN enrollment has increased over 60 percent since 1988.[2]

Sources

1 CCSF-320 Appropriations Report, Chancellor's Office

2 Student Services Unit, GAIN Survey, Chancellor's Office

Student characteristics

- Females, 73%; non-white, 59%; and 25 years of age or older, 78%.[3]
- GAIN and non-GAIN students had similar retention rates (90% for GAIN students and 92% for non-GAIN students).[4]
- GAIN students have a significantly higher persistence rate: (89.1%) than that of non-GAIN students (76.8%).[5]
- GAIN students have a significantly higher progress rate (92.4%) than that of non-GAIN students (79.4%) where progress is a combination of re-enrollment in a subsequent semester and completion of academic goals.[6]
- Cumulative grade point average for GAIN students (2.32) was significantly higher than for non-GAIN students (2.16).[7]

Sources

3 Student Services Unit, GAIN Survey, Chancellor's Office
4 Student Services Outcome Study, Research and Analysis Unit, Chancellor's Office
5 Ibid.
6 Ibid.
7 Ibid.

Foster Care Education

Program Fact Sheet *March 1992*

Program History: The State Foster Care Education Program was established by SB 2003 in 1984 (Royce, Chapter 1597) to provide training programs for foster parents who care for foster children with special mental, emotional, developmental, or physical needs.

Description: The Foster Care Education Program is a statewide program which includes an assessment of educational needs, the development and provision of specialized instruction, educational support services, and jointly organized outreach efforts to the foster parent population. The program is a partnership among the Chancellor's Office, the California Department of Education, the California State Foster Parent Association, sixty California Community Colleges, county social services, foster parents, and public and private agencies who work together to plan and deliver a statewide program of community college training.

Appropriation for 1990-91: $1.0 million.

Cost per student: $82

Students served during 1990-91: Over 10,000

Eligibility Criteria: To be eligible for the Foster Care Education Program, you must be a foster parent or in the process of becoming one.

Services: Instruction and services provided to foster care students include: specially designed classes and workshops at flexible times and locations; enrollment assistance; class materials; group child care; and support groups which are often facilitated by specially trained foster parents.

- There are high levels of persistence and foster parents continue to pursue their education far beyond what the minimum requirements are in their counties.[1]
- The number of counties requiring training for foster parents has grown from 3 in 1984 to 40 in 1991.[2]

Sources

1 Anecdotal from college project directors

2 1991-92 FCE Project Proposals

- Foster parents who have participated in the Foster Care Education Program have become better prepared to work with special needs foster children.[3]

- Many more foster youth obtain jobs and seek further education after graduating from the Independent Living Program (ILP) than those who have not obtained the program training and support.[4]

Sources

3 1990-91 FCE final reports; Information furnished by college project directors

4 Information furnished by counties with foster care programs

Child Development

Program Fact Sheet *March 1992*

Program History: The California Community Colleges' Child Development instructional programs were established and expanded in 1965 in response to the needs of the new State Preschool Program (AB 1331) and the federal Headstart Program. Campus child care and development services were first funded by the State in 1972, with the passage of the Child Development Act (AB 99). In 1985, AB 1177 (Chapter 843, Hayden) was passed, which allows for the funding of permanent community college child care centers from the Community College Construction Funds.

Description: The Child Development Program provides the training of child development teachers, parenting education, and establishes model on-campus centers that exemplify the best practices in child development while serving enrolled student parents.

Students Served During 1990-91:

- Total number of student families served through the Child Development centers: 10,000
- Total number of children served 13,000

Services: Quality care and appropriate developmental activities for infants, toddlers, preschoolers, and school-aged children; part-time, full-day, and evening center programs; specialized services for children with special needs; parent education, support groups among staff and student parents; and laboratory opportunities for child development, human services, and health science programs.

Number of college campuses with Child Development services: 88

- Campus child care removes an obstacle to persistence for many single parents.
- Data collected on the Child Development Training Consortium participants indicate a 97 percent course completion ratio.
- Anecdotal evidence suggests Child Development students persevere through courses at a comparable, if not higher rate, than the general student population.
- Many Community College Child Development graduates go on to become directors of child development programs in the community.

- The Child Development Training Consortium has been credited with lowering the attrition rate of child care industry staff.
- Currently, there is a serious shortage of qualified teachers to staff public and private child development centers.

Matriculation

Program Fact Sheet *March 1992*

Program History: The Seymour-Campbell Matriculation Act (Assembly Bill 3) was passed by the Legislature in 1986.

Description: Matriculation is a process that enhances access to the California Community Colleges and promotes and sustains the efforts of credit students to succeed in their educational endeavors. The goals of Matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives.

Appropriation for 1990-91: $38,074,000 in State allocation. Colleges provided an additional $158,089,138 in matching funds for a total of $196,103,138.

Cost per student: Credit student is $22/allocation for a total of $120.20. Colleges must provide a 75 percent match; however, colleges actually matched at an 81 percent level. This cost is estimated to be at 80 percent of the amount needed to fully implement Matriculation.

Eligibility Criteria: All students who are enrolled in at least one credit course are eligible for Matriculation services, unless specifically exempted.

Services: The entire matriculation process consists of seven components: Admissions; orientation; assessment; counseling/advising; follow-up on student progress; coordination and staff training in the Matriculation process; research and evaluation based on the collection of student outcome data.

- Students receiving Matriculation services are persisting and being retained in progressively larger numbers than in 1987.[1]
- 1,870,381 applications were processed during 1990-91. 737,480 new credit students were enrolled during 1990-91.[2]

Sources

1 1989-90 Study and Local College Research Studies, Research and Analysis Unit, Chancellor's Office

2 Matriculation Progress and Expenditure Reports, 1990-91

- Students tend to be quite positive about the Matriculation activities they've experienced. Students believe that orientation has been meaningful, counseling, helpful, assessment and placement appropriate.[3]

- An initial list of assessment of approved instruments with carefully derived recommendations for use by the colleges has resulted from an assessment validation process.[4]

- Matriculation services appear to improve student academic performance, particularly for those students from lower socioeconomic backgrounds and for those who enter college with skills at the pre-collegiate level. Students with skills below 13th grade who received two or more Matriculation services earned a cumulative college GPA of 2.07, as compared to students with similar skills who received only the admissions component and earned a GPA of 1.33. Students from low socioeconomic levels who received four to five Matriculation services had a retention rate of 74 percent, as compared to those receiving only the admissions component who had a retention rate of 54 percent. Eighty-seven percent of the students who received Matriculation services persisted, compared to a rate of a 70 percent rate for those receiving only admissions.[5]

- Students who follow the college's advice to enroll in pre-collegiate basic skills courses tend to have greater persistence, initially than those who do not follow the advice.[6]

- In 1990-91, colleges increased efforts to provide accommodations for students with disabilities and ethnic and language minority students and expanded services, with a variety of modes of presentations within orientation.[7]

- Ninety-four percent of the colleges reported that instructional faculty participate in follow-up activities.[8]

- Students who are given assistance when making a choice of educational goals often fare better and persist to a greater degree than students who do not receive similar assistance.[9]

Sources

3 Matriculation Evaluation: Monographs on Designs from the Local Research Options Project, February 1992

4 Chancellor Office and Consultants from the Center for Educational Testing and Evaluation, University of Kansas

5 1989-90 Study, Research and Analysis Unit, Chancellor's Office

6 Matriculation Evaluation: Monographs on Designs from the Local Research Options Project, February 1992

7 Site Evaluation Summary, 1990-91, EEA

8 Matriculation Progress Reports, 1990-91

9 Matriculation Evaluation: Monographs on Designs from the Local Research Options Project, February 1992